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| G  Real World Goals | To understand what life was like for the colonists and the struggles not only they went through but also the life on Native Americans in their colony region. |
| R  A meaningful role for the student. | The student’s role is to investigate what life was like for the colonists and Native Americans, as well as the relationship between them. |
| A  Authentic real world (or simulated) audience | Students will draw which region of the colonies they want to do research on: New England Colonies, the Middle Colonies, or the Southern Colonies. They will do research on the colonies and find 1 colonists and 1 Native American to research. During the unit, they will write a letter from the viewpoint of the colonists or Native American stating the struggles they are having and what life is like in the colony. |
| S  A contextualized **situation** that involves real-world application(s) | Students will take on the role as researchers, researching information about their region of the colonies and investigators of the two people they have chosen. |
| P  Student-generated culminating **products** and **performances** | Students will present their PowerPoint presentation about their colony region as well as their 1 colonist and 1 Native American. They will explain the relationship between the two parties and the struggles they went through. |
| S  Consensus-driven performance **standards** for judging success | Students will know the expectations for their project presentations and will be scored by the rubric the class made. |

Ashley George